



Clothing and Footwear Policy and Procedures

Policy Number:	2009/40
Approved by:	Heritage Management Committee – May 2010; 12 June 2012; 13/10/2015
Last reviewed:	April 2010, June 2012; October 2015; minor update January 2019
Next review due:	2021
National Law & Regulations	National Law: Section 167. National Regulation 168(a)(h), 106
National Quality Standard	Quality Area 2: Children's Health & Safety. Additional Quality Area Links: 1,5,6

Policy Statement

Clothing and dressing is a key part of every person's daily life experience. Clothing can provide protection from hazards and the elements, support or hinder participation in certain activities and be a key aspect of an individual's expression of their culture, taste and personality.

Heritage educators understand that even at a very young age, children become interested in clothing and what other children are wearing. We aim to work with families to employ effective clothing and footwear strategies and practices that ensure children are safe and comfortable and maximise children's development. Independent dressing is an important learning experience for children which takes a long time to master. Heritage educators aim to make the task a continuing source of pride for children, not one of frustration and where safe to do so, allow children to make choices and mistakes.

At all times, Heritage educators will communicate respectfully with families about the individual needs of their family and children in relation to clothing and footwear, and be aware of their different values, cultural or otherwise. **Refer to:** Creating Inclusion and Equity Policy.

Specifically, the Heritage Clothing and Footwear Policy covers:

- Appropriate clothing for weather conditions including sun protection.
- Appropriate clothing for play including safe footwear for climbing and running.
- Appropriate clothing for messy play including procedures for soiled clothing.
- Appropriate clothing for self-help skills and development, including toilet training.
- Safe sleepwear.
- Safe dress-ups and role play props.
- Appropriate clothing for educators.
- Clothing and footwear not allowed at Heritage.

Policy Aim

The Heritage Clothing and Footwear Policy aims to:

- Ensure that all children and educators are, as far as practicable, safely and appropriately clothed throughout the year for all weather and play and education conditions.
- Guide educators and families to work together to ensure children's clothing supports positive experiences for the children and maximises development opportunities.

Rationale

Heritage recognises it has a duty of care to take all reasonable practicable steps to provide the Heritage community with a safe and healthy environment, *Work Health and Safety Act 2011* (ACT). In addition the Heritage Clothing and Footwear Policy and Procedures have been developed to comply with:

- The *Education and Care Services National Law Act (ACT) 2010*
- The *Education and Care Services National Regulations (ACT) 2011* **Refer to:** Appendix 1
- The *National Quality Standard for Early Childhood Education and Care and School Age Care, 2012*. **Refer to:** Appendix 1.
- Cancer Council ACT's SunSmart recommendations on sun protective clothing.
- Red Nose Organisation's position statement on safe sleepwear.

Scope

It is understood that there is a shared responsibility and accountability between all educators and families to implement the Heritage Clothing and Footwear Policy and Procedures as a matter of high priority due to the potential health risks of not doing so. The policy applies to the clothes children wear to Heritage, spare clothing provided by families and Heritage, and to dress-up clothes.

Strategies and Practices

Weather Protection

Due to its' location, Canberra is subject to extremes of temperature experiencing high temperatures of over 30°C in the summer months and low temperatures of under 5°C in the winter months. It is therefore important that children are dressed warmly in the winter with layers that can be removed as the day warms up, and not overly dressed in the summer months.

Winter Protection

In winter, dressing children warmly and appropriately in layers that can be removed may include beanies, jumpers, skirts and tights, trousers and jackets, gloves, coats, all-in-one suits, or a waterproof suit, as appropriate.

Sun Protection for Toddlers and Preschoolers

Hats

- Educators and children are required to wear sun safe hats that protect their face, neck and ears and crown of the head for outdoor activities when the **UV Index is 3 or above**, except during June and July when UV levels are low, and they may wear a beanie.
- Sun safe hats can be a bucket hat (with a deep crown and brim size of at least 5cm (adults 6cm) or a broad brimmed hat with a brim size of at least 6cm (adults 7.5cm). Heritage provides a sun safe hat for children that meets these requirements. The cost is charged to parents' accounts.
- Baseball caps or visors do not provide enough sun protection and are not permitted.
- If families forget to send a hat with their child, or they send an inappropriate hat that is not SunSmart, **a new hat will be provided for them by Heritage and the cost charged to their account**. Please note: a spare hat cannot be provided due to the risk of head lice.

Clothing

- Parents are required to send their children in sun-safe clothing for outdoor activities that covers as much of their skin as possible. This includes wearing:
 - Loose fitting shirts and dresses with sleeves and collars or high/covered neckline;
 - Long shorts and trousers made from closely woven material;
 - Midriff, crop or singlet tops or tops with shoe string straps do not provide enough sun protection and therefore **are not permitted**.
 - Hats when involved in Heritage activities.



- Spare sun-safe clothing will be kept at Heritage for use if children attend the service inadequately dressed and a reminder note will be sent home with the child that day.

Sunglasses

Wrap-around sunglasses are permitted and encouraged. Families are advised that to be sun safe, sunglasses should:

- Be close fitting.
- Wrap around and cover as much of the eye area as possible.
- Meet Australian Standard 1067.
- Be preferably marked eye protection factor (EPF) 10.
- Have soft elastic to keep them in place (babies and toddlers).

Sun Protection for Babies

- **Children under 12 months of age will not be exposed to direct sunlight** when UV levels are 3 or above and will remain in dense shade when outside when UV levels are 3 or above.
- During June and July, sun protection can be relaxed when outside, however if outside for extended time then educators will seek shade for the babies.
- Families are required to dress babies in clothes that cover as much skin as possible as well as provide an appropriate hat with ties under chin/back of head or small Heritage bucket hat for older babies. (Even in the shade UV can reflect from surfaces).
 - Clothing that has a UPF close to 50 or is made of close woven fabric provides the best protection.
- For babies older than six months, sunscreen should be used as the last line of defence after avoiding direct sunlight, putting on covering clothing, a hat and shade. Sunscreen (SPF 30+, broad spectrum, water resistant) will only be used on small areas of skin not covered by clothing eg. Feet, hands and face when outdoors and direct sun exposure is unavoidable.
- The widespread use of sunscreen on babies under six months is not generally recommended as babies have very sensitive skin which may be more likely to suffer a reaction.
- Special care is taken to avoid exposure to indirect UVR if babies are in shaded outdoor areas, ie, babies are placed in the middle rather than the edges of the shaded area.
- Babies and toddlers may wear sunglasses that have soft elastic to keep them in place. It is important to choose a style that stays on securely so that the arms don't become a safety hazard.

Refer to: Cancer Council Australia Fact Sheet – Sun Protection and Babies (under 12 months)

Safe Sleepwear

- All clothing must be low fire-danger.
- Educators must encourage children to remove shoes and heavy/excess layers of clothing during rest times;
- Educators must monitor the environment and address children's clothing needs to suit the environment. This is particularly important in the Nursery.
- Sleepwear should take into account the:
 - Fabric – cotton is cooler than acrylic.
 - Child's age.
 - Safe resting practices recommended by Red Nose Organisation.
 - Temperature of the rest environments.
 - Bed linen used for resting.
 - Individual's needs.
- Children resting in garments that have hoods and cords are at a higher risk of choking and are not permitted to wear these garments when resting.

Refer to: Sleep, Rest and Relaxation Policy.



Safe Footwear

- Shoes should be appropriate for the child's age. Children do not need shoes until they have been walking for a couple of months and then only to protect their feet from sharp objects.
- Families of children who are walking must provide safe and comfortable footwear that is suitable for play experiences such as climbing and running. This means:
 - A firm, comfortable fit both lengthways and widthways.
 - A rounded toe with plenty of room for the toes.
 - Flexible, flat sole.
 - Heel and arch support.
 - Laces, straps or equivalent to prevent excessive movement or slipping of the foot inside the shoe.
- Shoes that are considered suitable for children attending Heritage include:
 - Closed-toe sandals with adjustable back straps.
 - Fully enclosed sneakers and leather shoes.
- Shoes not considered suitable for children attending Heritage as they increase the risk of accidents and impede the development of balance, coordination and posture, include:
 - Slip-ons, thongs, gumboots, crocs, high-heels.
- Depending on the weather, Heritage educators allow the children to play outside without their shoes, following all safety checks, as it is an important part of feet development.
 - We encourage children to make their own choice about whether or not they wish to wear shoes, both inside and outside, subject to the families' wishes.
 - Children attending the Preschool program will be encouraged and supported to wear shoes in preparation for transition to primary school.

Dress-ups Clothes/Days

- Starting at about 1 year of age, children begin to enjoy dressing up. At about 3 years of age children will dress up for role play, eg, doctor, fire fighter etc.
- Heritage educators will provide a variety of dress up clothes that consider health and safety issues. Long hems, capes, scarves and necklaces can be dangerous and will not be provided.
- Families are asked that on special dress-up days the Clothing and Footwear Policy is still adhered to, ie: they do not bring children to Heritage in capes or thongs etc.

Messy Experiences

- Educators will strongly encourage children to wear protective clothing (smocks, aprons) when participating in messy activities such as painting, water play or cooking.
- Whenever possible, educators will inform families in advance of potentially very messy activities so they can dress their children appropriately (i.e. old, easy to wash clothes).
- Heritage will purchase paints that wash out easily, however, some colours can be difficult to remove.
- While educators will take every reasonable effort to protect clothing during messy play, families are asked to dress children in clothes that they understand may become unavoidably damaged. Heritage cannot provide compensation for clothes damaged during planned or spontaneous curriculum experiences, including outdoor play and messy play.

Soiled Clothing

- Soiled clothing will be put in a plastic bag (two bags, if heavily soiled), clearly marked with the child's name, tied at the top and stored safely away from children in their bag for collection by families at the end of the day.
- Families are responsible for laundering their children's clothing. Heritage will not wash soiled clothing due to the risk of infection.
- Where Heritage spare clothes are heavily soiled by vomit or faeces the educator may, at their discretion, choose to throw the clothing out rather than wash them and risk exposing themselves to illness. **Refer to:** Hygiene and Infection Control Policy.

Independent Dressing

Like other routines, dressing activities offer a valuable chance for the development of self-help skills, self-esteem and quality one on one interactions. Educators will support children with independent dressing and refer to the following table as a guide.

One Year	Holds arms out for sleeves and puts foot up for shoes Pushes arms through sleeves and legs through pants Likes to pull socks and shoes off
Two Years	Removes unfastened coat Removes shoes when laces are untied Helps push down pants Finds armholes in t-shirts
Two and a Half Years	Pulls down pants with elastic waist Tries to put on socks Puts on front-buttoned shirt (without doing up buttons) Unbuttons one large button
Three years	Puts on t-shirt with little help Puts on shoes without fastening (might be wrong foot) Puts on socks (might have trouble getting heel in the right place) Pulls down pants on his own Zips and unzips without joining or separating zipper Removes t-shirt without assistance Buttons large front buttons
Three and a Half Years	Finds front of clothing Snaps or hooks clothing in front (press studs and zips) Unzips/zips front zipper on jacket (separating zipper) Puts on gloves Buttons series of 3-4 buttons Unbuckles shoes or belt
Four Years	Removes t-shirts without assistance Buckles shoes or belt Connects jacket zipper and zips up zipper Puts on socks the right way Puts on shoes with little help Knows front and back of clothing
Four and a Half Years	Steps into pants and pulls them up Puts belt in loop
Five Years	Dresses without your help or supervision Puts on t-shirt or jumper correctly each time
Six Years	Ties bows and shoelaces

Adapted from Dunn Klein, M. (1983). *Pre-dressing skills* (rev. edn). Tucson: Communication Skill Builders.

Educators will:

- Encourage families to send children in trousers that fit loosely and have an elastic waist when they are toilet training in order to help children to develop self-help skills;
- Assist children to adjust their clothing in accordance to weather conditions and temperatures throughout the day;
- Respect the privacy and preferences of children, and approach all children with sensitivity, especially when toilet training;
 - Educators must be aware and sensitive to the fact that children have a right to privacy when dressing and undressing.
 - Educators need to be respectful and accommodate children’s and families’ attitudes to privacy and modesty when changing clothes.
 - Older children need access to safe, comfortable and private spaces for dressing.

Refer to: Child Protection Policy.



- acknowledge when an age appropriate task has been accomplished. For example, if a two year old child succeeds in putting on a t-shirt, it does not matter what colour it is or if it is back to front.
- acknowledge the tactile hypersensitivities some children experience to labels, seams, or socks and where practicable work around them with children and families;
- give children opportunities to make choices and decide what genuinely matters. Toddlers in particular may have specific clothing preferences, eg, wanting to wear a specific colour. Unless there is a health and safety issue, educators will go along with fads or strong preferences in the understanding that they will usually pass.

Excursions

The Clothing and Footwear Policy will apply on excursions.

- All protection measures related to clothing will be considered and adhered to when planning excursions.
- Families will be informed of specific clothing requirements, eg, coat, hat, footwear.
- Families helping on excursions must also abide by the policy.

Education and Role Modelling

Educators play an important role by talking about clothing preferences and modelling appropriate dress which allows them to interact easily with the children. Children learn through example and role modelling is an important strategy in children's services to maintain quality standards.

Educators will:

- wear appropriate and comfortable clothing and footwear that does not restrict movement, prevents injury and sun exposure and is professional and respectful according the guidelines in the Clothing and Footwear Policy and the Sun Protection Policy;
- educate children about how to manage their own clothing and the value of appropriate clothes. For example, health and safety and play and learning are important whereas fashion, aesthetics or convention are not usually of great importance;
- ensure they avoid sending the message that children are being 'judged' by what they wear.

Summary of Clothing Not Allowed at Heritage

The following items pose potential health and safety risks:

- Hooded jumpers with cords.
- Overalls when children are toilet training.
- Clothing that is not sun safe eg midriff tops, strapless tops, singlets.
- Thongs, high heels, cros and gumboots. They are not designed for climbing and can slip off or become caught when children play on equipment and/or inhibit children from walking and running correctly.
 - Educators may sometimes ask children to bring beach shoes or gumboots for use during a particular water play activity.
- Clothing that offends others, eg, shirts with slogans, images or language that may provoke a negative response or offend another person's beliefs or values.
- Amber teething necklaces or bracelets. This is due to the warning issued by The Australian Competition and Consumer Commission. Families are also advised that if using these items at home they should:
 - Always supervise the infant when wearing the necklace or bracelet.
 - Remove the necklace or bracelet when the infant is unattended, even if it is only for a short period of time.
 - Remove the necklace or bracelet while the infant sleeps at day or night.
 - Not allow the infant to mouth or chew the necklace or bracelet.
 - Consider using alternate forms of pain relief.
 - Seek medical advice if you have concerns about your child's health and wellbeing.

Where families specifically request that their child wears an amber teething bracelet or necklace, educators will ask families to sign a warning slip that they have "read the



warning issued by Heritage and understand that educators will implement safe practices in relation to the use of their child's teething necklace." **Refer to:** Amber Teething Bracelet Warning Slip.

Summary of Responsibilities

The Approved Provider (Heritage Management Committee) will:

- Ensure the Clothing and Footwear Policy is regularly reviewed and up to date.

The Director or Nominated Supervisor will:

- Ensure educators are aware of the Clothing and Footwear Policy.
- Provide information to educators about clothing and footwear expectations for the weather conditions, education and care environment and social/cultural circumstances.
- Ensure educators are provided with personal protective equipment (gloves, goggles etc.) for cleaning and infection control.
- Aim to ensure the comfort, protection and the dignity and rights of children at all times by providing appropriate clothing and footwear guidelines.
- Provide information to families about suitable clothing and footwear for play experiences, sun protection and safety using a variety of communication strategies.
- Respect cultural differences and individual family and educator needs when recommending suitable clothing.

Educators will:

- Respectfully consult with families about the individual needs of children and their values and beliefs associated with clothing and footwear.
- Monitor children's clothing and footwear to ensure compliance with the Clothing and Footwear Policy and the UV (Sun) Protection Policy.
- Ensure children wear clothing that gives protection from the weather conditions when outdoors. For example, if a child refuses to wear a sweater or coat outdoors in winter an educator will remain with the child indoors to encourage them to make a good choice for their personal comfort and health.
- Consider the clothing and footwear needs associated with excursions or planned learning experiences and communicate these clearly with families.
- Provide protective clothing, eg aprons, for messy play experiences such as painting, water play or cooking to protect home clothing. Water, dirt, sand and mud are important learning and play environments for children.
- Provide dress-up clothing and role-play props that are safe and comply with the Clothing and Footwear Policy and the Sun Protection Policy.
- Ensure art aprons and dress-ups are regularly laundered.
- Encourage children to be dressed to reflect the room temperature at sleep and rest times as recommended by Red Nose, eg, remove shoes and heavy layers of clothing.
- Encourage children to utilise their self-help skills to put on and remove clothing and shoes to meet their needs, as appropriate for their age and ability.
- Use observation and monitoring skills to ensure children's clothing and footwear is appropriate for the environment and weather conditions throughout the day.
- Monitor the Heritage spare clothing box and keep it adequately stocked.
- Send a reminder note home with families regarding clothing requirements if children attend Heritage inadequately dressed.

Families are asked to:

- Send a named bag to Heritage every day containing the following, clearly labelled items:
 - a change of clothing, including many extra underpants if toilet training.
 - a sun-smart hat (or beanie in the winter months of June and July).
 - a coat in the winter months.
 - swimmers, a sun-safe shirt and a towel for Preschoolers for water and mud play.
- Ensure their children wear well-fitting clothes that allow them to get dirty, move freely, and participate in experiences.



- Children dressed in smart or 'special' clothing may be reluctant to participate in messy play such as sand, water or painting.
- Loose clothing is not advisable (e.g. long dresses, skirts and long hems on pants) as it can interfere with children's ability to participate in physical activities and can be easily caught in climbing equipment and bicycles, causing injury. Well-fitting trousers, leggings or shorts are encouraged.
- Draw cords on hats and jackets can be a hazard when playing actively and should be avoided or removed where possible.
- Ensure their children are dressed for warmth during winter, with layers that can be removed as the day warms up, and sun-smart and not over-dressed in summer.
- Ensure their children wear sun-smart hat clothing in summer that covers as much of the skin as possible.
- Ensure their children wear safe, well-fitting and fully enclosed footwear for running and climbing outdoor play equipment.
- **Clearly label all clothing** with their child's name and check the lost property boxes in each room if items go missing.
- Provide well-fitting, labelled and appropriate spare clothing in children's bags in case of changing weather conditions, children's clothing gets wet, muddy or soiled or if children are toilet training.
 - This may include singlets, underwear, socks, T-shirts, pants/shorts and jumpers.
 - Where families have not provided an appropriate change of clothes, Heritage will use its' own spare clothing and families are responsible for washing it and returning it promptly.

Communication

- Children will be educated about appropriate clothing and footwear as part of the educational program, such as when discussing the changing seasons or personal safety.
Refer to: Curriculum and Program Planning Policy.
- Clothing and footwear safety messages will be promoted to educators and families via posters (**refer to:** attached example), the noticeboard, the newsletter and other literature.
- Information can be provided in various languages if required to ensure all families understand the need for sun protection for all children.
- Families will be informed of the Clothing and Footwear Policy and Procedures on enrolment through the Enrolment Form, Heritage Handbook, website and excursion permission forms.
- Educators will respectfully collaborate with families to ensure children are appropriately dressed according the Clothing and Footwear Policy and Procedures. They may talk to families at drop off or pick up time or gentle reminders may also be sent by email.
Examples include when:
 - Children come to Heritage in clothing or footwear that inhibits their play and development (eg, crocs or clothing that is too loose and may cause injury or that is new/special and children appear worried about it getting dirty).
 - Children are not dressed for the weather conditions eg, they have too few or too many layers.

All communication with families will:

- Be clear, friendly and non-judgemental.
- Convey a sense of shared responsibility and partnership and invite feedback.
- Respectful of individual differences in families and children. This may include talking to individual families where appropriate rather than using blanket communication.

Related Policies

Name	Location
Child Protection Policy	Policy and Procedures in Members Section on Website.
Creating Inclusion and Equity Policy	
Enrolment and Graduating Rooms Policy	Family Handbook and Educator Handbooks
Excursion and Incursion Policy	
Sleep, Rest and Relaxation Policy	Policy and Procedures Manuals in Main Office, Programming Room and Entrance Foyer.
UV (Sun) Protection Policy	
Work Health and Safety Policy	

References and Further Reading

Legislative References

Australian Children's Education and Care Quality Authority (ACECQA). (2018). *Guide to the National Quality Framework.*

https://www.acecqa.gov.au/sites/default/files/2018-03/Guide-to-the-NQF_0.pdf

Australian Government Department of Education, Employment and Workplace Relations. (2009). *Belonging, Being & Becoming, the Early Years Learning Framework for Australia.*

https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Australian Government, Federal Register of Legislation, Work Health and Safety Act 2011. <https://www.legislation.gov.au/Details/C2018C00293>

Education and Care Services National Law Act 2011 (ACT).

<http://www.legislation.act.gov.au/a/2011-42/current/pdf/2011-42.pdf>

Education and Care Services National Regulations 2011 (ACT).

<https://www.legislation.nsw.gov.au/#/view/regulation/2011/653>

Other References

Cancer Council ACT. (2019). *SunSmart Program for Childcare Service.*

<https://actcancer.org/prevention/sunsmart/act-schools-and-early-childhood-services/national-early-childhood-program/why-early-childhood-services/sample-uv-protection-policy-for-act-early-childhood-services/>

National Childcare Accreditation Council. (2007). *Sample Clothing and Comfort Policy Template.* <https://webarchive.nla.gov.au/awa/20170216174937/http://ncac.acecqa.gov.au/educator-resources/policy-development.asp>

Red Nose. (2019). *Child Care Kit.*

<https://rednose.org.au/resources/education>

University Preschool and Childcare Centre. [2018]. *Policy Handbook 2018.*

<https://www.upccc.com.au/wp-content/uploads/2019/12/Policy-Clothing-Comfort-9-07-18.pdf>

Useful Factsheets

NCAC Children's Clothing in Childcare.

https://web.archive.org/awa/20170216181542mp/http://ncac.acecqa.gov.au/educator-resources/factsheets/qias_factsheet_15_childrens_clothing%20.pdf

Betterhealth: Children's Feet and Shoes.

<https://www.betterhealth.vic.gov.au/health/healthyliving/childrens-feet-and-shoes>

Skin Cancer Foundation. What is Sun Protective Clothing

<https://www.skincancer.org/skin-cancer-prevention/sun-protection/sun-protective-clothing/>

Starting Blocks. (2019)

<https://www.startingblocks.gov.au/other-resources/factsheets/dressing-your-child-for-child-care/>

Version Control and Change History

Version Number	Approval Date	Approved by	Author and Amendments
1	September 2001	Management Committee	
2	May 2007	Management Committee	
3	May 2010	Management Committee	Author: Julia Charters. Rewrite based on National Childcare Accreditation Council's Policy Templates, ACT Cancer Council recommendations and references above.
4	12 June 2012	Director	Crocs added to clothing not allowed at Heritage.
5	13 Oct 2015	Management Committee	Author: Julia Charters Separated Sun Protection from Clothing, Footwear and Sun Protection Policy Footwear as per advice from SunSmart May 2105. Added more detailed information on clothing and footwear strategies to better meet National Quality Standard. Added Appendix detailing national regulations and standards.
6	14 December 2017	Director	Updated SIDS and Kids References to Red Nose Organisation.
7	8 Jan 2019	Director	Minor update. To reflect UV (Sun) Protection Policy update 2018 and also NQS update 2018 (Appendix). All links and references updated.



Appendix 1: National Regulations and Quality Standards

National Regulation 168: Policies and procedures are required in relation to:

- (a) health and safety, including matters relating to - (ii) sun protection
- (h) providing a child safe environment.

National Regulation 106: Laundry and hygiene facilities

- (1) The approved provider of an education and care service must ensure that the service has—
 - (a) laundry facilities or access to laundry facilities; or
 - (b) other arrangements for dealing with soiled clothing, nappies and linen, including hygienic facilities for storage prior to their disposal or laundering—
that are adequate and appropriate for the needs of the service.
- (2) The approved provider of the service must ensure that laundry and hygienic facilities are located and maintained in a way that does not pose a risk to children.

National Quality Standard:

Quality Area 2: Children's Health and Safety

Standard 2.1. Health. Each child's health is promoted.

Element 2.1.1. Wellbeing and comfort. Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

Standard 2.2. Safety. Each child is protected.

Element 2.2.1. Supervision. At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

Element 2.2.3. Child protection. Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Related Areas:

Quality Area 1: Educational program and practice

Standard 1.1. Program. The educational program enhances each child's learning and development.

Element 1.1.3 Program learning opportunities. All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

Element 1.2.3. Child directed learning. Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

Quality Area 5: Relationships with children

Standard 5.1. Relationships between educators and children. Respectful and equitable relationships are maintained with each child.

Element 5.1.2. Dignity and rights of the child. The dignity and rights of every child are maintained.

Quality Area 6: Collaborative partnerships with families and communities

Standard 6.1. Supportive relationships with families. Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Element 6.1.1. Engagement with the service. Families are supported from enrolment to be involved in the service and contribute to service decisions.

Element 6.1.2. Parent views are respected. The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.